



ISBN. 978-602-14018-0-4

**PROCEEDINGS**  
**ENGLISH EDUCATION - UNS**  
**INTERNATIONAL TEFL CONFERENCE**

*Current Belief in ELT and Its  
Implication in English Classrooms*  
**May 18, 2013**

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**Using Cellphone Video Recording  
to Improve The Non English Department Students' Ability to Speak**

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**Abstract**

One of main concerns of the most English and Foreign Language (EFL) teachers is how to help non-English department students to develop satisfying English language proficiency. In this regard, speaking proficiency has received the greatest attention between the EFL teachers and the students, for speaking is a crucial part of the EFL learning process. The major goal of teaching speaking skill is communicative efficiency. Students should try to avoid confusion in the message because of the faulty pronunciation, grammar, or vocabulary. In the same line, a common characteristic of many EFL classes is a heavy focus on the language system. Vocabulary and grammar seem to gain far more attention than the skill needed to use them. Given such limitation to develop the students' competence and constraint time the students' interest to speak up may become low. Having seen these phenomena, a responsible teachers should maximize opportunities for students' participation outside the classroom and in the same time can help the students develop communicative efficiency in speaking. The application of cellphone video recording is proposed in the teaching of speaking, not only because of its appealing form, but also due to its salient feature as a medium to present communicative efficiency. To this end, this study investigates the implementation of cellphone video recording in the teaching of speaking through a classroom action research at the non-English department class. Accordingly, the procedures included planning, implementing, observing, and reflecting. The results show that cellphone video recording successfully improves students' ability in speaking. For the effective implementation, this suggests that proper topic choices as well as sufficient teacher's guidance during the preparation is highly required.

Keywords: speaking, video camera recording, action research

**INTRODUCTION**

One of the main concerns of most of students in English as Foreign Learner (EFL) contexts is how to improve their speaking skill. Nevertheless, a common characteristic of many language classes particularly in EFL contexts is a heavy focus on language system. Teaching vocabulary and grammar appear to pay more attention than the skills needed to use them. Skills as essential parts of communicative competence are often not explicitly taught but left to the students to pick up with practice and language use (Bahrani & Soltani, 2012). This is important as Richard (2008) and Juhana (2012) explains that a success in language learning is measured in terms of the ability to carry out a conversation in the (target) language. More specifically, Haron et al.(2012) asserts that to speak means to produce some words representing one's ideas. It is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context.

Hence, if the students fail to learn how to speak or do not get any opportunity to speak in the language classroom, they may soon get de-motivated and lose interest in learning the language (Bahrani & Soltani, 2012). This problem is common in EFL contexts where language learners have less chance to speak English. In fact, language learners in EFL context can only have limited speaking activities inside the classrooms because of large class sizes, and inadequate instructional materials and technological support (Sad, 2008). Another problems as revealed by Juhana (2012)'s research is some psychological factors such as fear of making mistake, shyness, anxiety, lack of confidence and lack of motivation hinder students from speaking in English class. Often, routine activities structured around whole class lectures and drills can contribute to the lack of motivation, especially when the students are non-English departments. Thus, Sad (2008:34) mentions that a project-based task alleviates this problem by allowing students to use their imagination and creativity to actively express themselves in a variety of interesting